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MU LSC5555, Assignment 3\_2: Rethinking a bird unit (lesson plan outline)

Assignment worthy of a makeover: When I was teaching U.S. History, I would have students complete a drawing based on a topic in U.S. History like slavery or the Industrial Revolution. They could draw whatever they wanted, as long as it related to the topic somehow. They would be graded on completing a drawing, coloring it, and giving a one-paragraph explanation of their drawing. All three aspects were weighted equally. They would have two days in class to work on the assignment. Then they would share their drawings with the class by standing up and explaining it while everyone squinted to try and get a look. Then I would hang them on the wall for a couple of weeks. Limited research in the textbook, no librarian involvement – it was old school, literally.

The makeover: Rework slave drawings assignment incorporating research and Web 2.0 technology - have them scan their completed drawing and create a VoiceThread presentation with an explanation of what they drew, why they chose it, and why it is important in studying slavery/history. Then students must peer review each others' drawings and explanations on the VoiceThread, then drawer must reflect on their work and respond to their classmates’ reviews. This could be done with not only slavery, but virtually any topic.

Task: Using prior knowledge and additional research come up with a concept and create an original work of art, a powerful depiction of slavery as it relates to U.S. History. Present your work in VoiceThread, peer review others' work, and reflect on your own work and reviews of your work in VoiceThread.

Four aspects of student grade:

1. Research - at least 3 sources, variety (librarian help), and validity (sheet), create a note-taking sheet for this purpose (combine with validity).
2. Drawing - the originality of drawing, the quality of drawing (attention to detail, color or shading)
3. VoiceThread presentation - drawing is placed in VoiceThread, description of drawing, inspiration (why did you draw what you did?), and why it is a powerful depiction of slavery and important in the study of U.S. History. Also need to include source information and a brief reflection of research process.
4. Peer reviews (3) and final reflection (response to peer reviews, evaluate final product and the process)

Use parts of Bloom’s Digital Taxonomy Blog Commenting Rubric when creating a rubric. <http://edorigami.wikispaces.com/file/view/blogging+commenting+rubric.pdf>

Relation to Bloom’s Digital Taxonomy

Remembering - students will need to retrieve what they know about slavery and do additional research to come up with an idea for a drawing.

Understanding - Students will need to summarize what they drew.  
Applying - Students will apply what they have learned to explain why they chose to draw what they did.  
Analyzing - Student must determine and explain why their picture is a powerful depiction of slavery and how it aids in the study of slavery in history.  
Evaluating - students must reflect on their own work as well as make judgments about others' work.  
Creating - students must assemble the different requirements of the task into a VoiceThread presentation and publish it for others to evaluate.

Churches, Andrew. “Bloom’s Digital Taxonomy.” Educational Origami. 2012. Web. 20 Sep. 2012. <http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>.

Alignment with the Common Core State Standards

CCSS 9-10 SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS 9-10 SL1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CCSS 9-10 SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CCSS 9-10 SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. CCSS 9-10 SL5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS 6-8 RLH7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS 11-12 RLST6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. CCSS 6-12 WLHST9. Draw evidence from informational texts to support analysis reflection, and research.

National Governors Association Center for Best Practices, Council of Chief State School Officers.  “Common Core State Standards.”  Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010.  Web 20 Sep. 2012.  <http://www.corestandards.org>.